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Project Abstract

Since the very early days of organized education in America, teachers have been lighting the torch of learning by using the best available tools for teaching. None have been more challenging to integrate than the technology of computers and online learning. While many districts have pursued the integration of technology into the classroom since the early eighties, the vision for the use of technology in education has changed dramatically over the last decade. In the early days, technology was used mostly to reinforce skills already taught through “drill and practice” software. Today, we recognize that the use of technology in isolation from meaningful classroom curriculum will not impact student achievement. However, computers can have a significant impact on student achievement given appropriate staff development. **Project Venture** will address the need for comprehensive staff development and curriculum integration by assisting our teachers to become pioneers in the use of technology and then to become guides for others seeking to undertake this venture into the new frontier of teaching and learning.

Project Venture will recruit and train a cadre of master trainers (guides) who will provide classes for large groups of staff members as well as modeling effective practices in classrooms throughout the consortium. Classroom teachers will be trained to use technology in a collaborative learning environment that focuses on student mastery of Arizona State Content Standards. Our teachers’ classrooms will have Internet connectivity and be equipped with a five-station multi-media lab, printer and presentation device. Our project objectives are:

- Objective 1.0** To increase the number of teachers trained to use technology for teaching and learning by 25% annually.
- Objective 2.0** To develop and implement a curriculum that is in alignment to State Content Standards and includes the integration of technology.
- Objective 3.0** To develop and implement an ongoing evaluation protocol that assists with project refinement, implementation and ensures sustainability and replication by the end of the project.

The consortium for **Project Venture** is comprised of Creighton Elementary School District; the Arizona Department of Education (ADE); a tri-district consortium consisting of Tempe Union High School District and its two feeder districts, Tempe and Kyrene Elementary; and Maricopa County Small Schools Consortium (MCSSC) and its eleven rural school districts. The project will impact 3,031 teachers and their 54,062 students of whom 43% are low-income and 42% are minority. Business partnerships include CISCO, Compaq, and Microsoft who will provide the necessary hardware and networking software infrastructure for the project. Arizona State University (ASU) and Stevens Institute for Technology are also consortium partners. ASU will provide formative as well as an objective summative evaluation. Stevens Institute will provide access to their Internet Training Curriculum. Creighton District will act as fiscal agent and provide project direction and oversight. The staff development program to be refined during **Project Venture** has been successfully piloted by Creighton District. The ADE will coordinate inservice training through its Regional Training Centers and disseminate curriculum and training materials through the State Infrastructure. The Tri-District Consortium will develop curriculum that is aligned with State Content Standards and make it available for project use. MCSSC will provide a small school setting for training where the needs are in contrast to those in large urban districts. A critical mass of teachers will develop the skills and knowledge to integrate technology and extend that knowledge to other teachers. The project will result in the refinement and implementation of a successful staff development program that trains teachers to use technology for teaching and learning. **Project Venture will be sustainable and replicable by other institutions.**

b

Project Narrative

Program Significance

(1) Background/Empowerment/Enterprise/Demographics

Background

Project Venture addresses the Secretary's Absolute Priority by submitting an application on behalf of a consortium that has demonstrated success in the development and implementation of an innovative professional development program for teachers, administrators and other educators designed to ensure the integration of advanced technology for instructional purposes. In October 1993, Creighton District was awarded a three year federally funded Technology Grant through the FIRST initiative that resulted in the implementation of Project EXCEL. This grant consisted of a small-scale staff development program at two schools that centered on training teachers to integrate technology for teaching and learning. Teachers who participated in grant activities were given access to ongoing, classroom-based staff development, group inservice, state-of-the-art mini-computer labs and the support of a technology mentor teacher. Prior to implementation of the grant, some of our teachers used technology for maintaining records and other administrative tasks but only a handful were using technology in their classrooms for instructional purposes. Three years later, when the grant ended, thirty teachers were using technology extensively in their classroom and more than half of our total staff had participated in preservice and inservice technology classes. Additionally, more than sixty technology-based instructional thematic units had been developed and disseminated to teachers across the district and nationwide via the Internet. Through the implementation of **Project Venture**, the knowledge and vision gained during our initial efforts will be refined and expanded to include consortia teachers and other educators. Our Implementation Plan calls for statewide expansion of the program through ADE supported Technical Assistance Centers and dissemination nationally via conference presentations, continuing inservice programs, and the project web site. Districts participating in **Project**

Venture will continue the training and mentoring activities initiated under the grant to ensure that their school communities institutionalize the model program.

Project Venture meets the Secretary's Invitational Priority as it is being submitted by Creighton School District (LEA) which is recognized statewide for its leadership in providing teacher training programs that have resulted in classroom implementation of technology. The Arizona State Department of Education will take a leadership role in the consortium and gives its full support and commitment to planned activities (see letters of commitment in the appendix). The activities of our consortium will create a partnership between the Arizona Department of Education, Arizona State University's College of Education, fifteen LEAs, and private sector technology firms. We are confident that our model-training program for teachers can and will be adaptable and thus replicated at other educational institutions.

The use of technology presents tremendous potential for educators and students alike. According to Secretary Riley, "Technology is an investment in our children and their future. Effective use of new technologies can broaden and strengthen the curriculum and provide every student with new tools to explore the world and to master challenging academic work." While many schools have introduced technology through the addition of hardware and software in classrooms and computer labs and have encouraged their teachers to integrate these technological innovations with more traditional methodologies for teaching and learning, little has been done to prepare teachers for this challenge. Introducing technology into our schools without providing staff development adequate to ensure that it will impact student learning is an expensive, yet fruitless undertaking. **Project Venture** will help to ensure that the President's four goals for educational technology are achieved in the participating districts and, through replication, extend that achievement to other districts.

Project Venture will draw upon the expertise and commitment of its consortium members to ensure that our teachers have the resources, skills, knowledge and ability to use technology to impact student

learning. Members of the consortium were chosen to participate in **Project Venture** because each member brings a needed resource to the project. Creighton School District is a recognized leader in developing and implementing staff development programs based on the United States Department of Education's Mission and Principles of Professional Development, and has had successful experience training teachers to implement technology. The Arizona Department of Education (ADE) has adopted State Content Standards that will become the core focus of education statewide. Additionally, the ADE will invest over \$1,000,000 in training, operations, and materials to establish a regional training infrastructure that can support sustainability and replication of grant activities. They will initiate, nurture and bolster the formation of a coordinated statewide "self-help" group by implementing Technical Assistance Centers that can be accessed by schools across Arizona. The Tri-District consortia members have already joined efforts to align their curriculum with our new State Content Standards that will be made available through the Internet. Additionally, the Tri-District members are hardware "rich" but have not had the personnel, resources or comprehensive staff development model to train their educational staff in the use of technology. The Maricopa County Small Schools Consortium (MCSSC), while just beginning to implement technology, will provide an arena to learn about how technology and teacher training programs can be successfully implemented in rural, small school settings. The MCSSC also brings tremendous need and commitment with its involvement. Arizona State University provides technology training in the form of preservice as well as coursework leading to a Masters in Educational Technology. ASU will also participate in the ongoing evaluation of the project. Our business partners include: *Microsoft, COMPAQ, CISCO and the Stevens Institute*. Microsoft will provide networking software and the necessary upgrades. *COMPAQ* will provide four servers for web page development, testing, and publishing. *CISCO* will donate and support a web-based searchable shell to be used for self-paced, technology skill tutorials. This shell will also be used for dissemination of K-12 classroom curriculum that is in alignment with State Content Standards via the Internet. The *Stevens Institute of Technology* will

provide their curriculum for Internet training. This curriculum has been piloted successfully and is currently being used nationwide. All of the participating LEAs have received or will receive Technology Literacy Grants that will assist with the implementation of **Project Venture**. Additionally, all have submitted or will submit applications for E-RATE funds.

(1) Empowerment/Enterprise Community and Demographics

Creighton Elementary School District, the LEA submitting the application on behalf of the **Project Venture** consortium, is located in East Central Phoenix, Arizona. The southeast section of Creighton District is located in an identified Enterprise Community. The District currently has seven schools and will open an eighth in the fall of 1998. During the past twelve years, Creighton has experienced a dramatic increase in enrollment and a significant shift in its demographic makeup. The following chart depicts those changes:

Creighton School District Demographics

	1986	1998	District Increases
Enrollment	3,947	7,782	97%↗
Low SES Population	1,895	6,272	231%↗
Minority Enrollment	1,697	5,689	235%↗
LEP Population (limited-English Proficient)	237	3,690	1,457%↗
Number of Classroom Teachers	161	259	61%↗

Academically, Creighton students are performing below state and national norms on assessments that measure how students are mastering State Content Standards in reading and mathematics. Because of normal staff attrition as well as the need to add new teachers due to increases in student enrollment, approximately one-third of our teachers have been employed by the district for three years or less. Most of the new

teachers have had little to no technology training. Although Creighton is the applicant LEA, it is important to acknowledge the demographics of the other consortia members. The graph that follows provides current demographic data for **Project Venture** districts:

Consortia Demographics

Demographics	*Creighton Elementary K-8 *Applicant LEA	Maricopa County School (11 Districts)	Tempe Elementary K-8	Kyrene Elementary K-8	Tempe Union High School 9-12	Consortium Totals
Number of Schools	8	11	23	23	7	72
Total Number of Teachers	350	124	846	1,051	667	3031
Number of Students	7,714	2135	12,931	19,423	11,859	54,062
Low-Income	86%	73%	50%	8%	58%	43%
Minority Population	90%	48%	54%	21%	31%	42%
Limited English Proficient	56%	15%	19%	2%	4%	13%

Project Venture will directly impact fifteen districts, seventy-two schools, and the majority of our teachers. A comprehensive staff development plan that assists teachers to integrate technology with curriculum that has been aligned with State Content Standards will be implemented. Project classrooms will be equipped with 5 computers, a printer and presentation equipment provided by the districts. Appropriate software and Internet connectivity will be provided to these classrooms. The Arizona Department of Education will provide leadership and support, and will participate in **Project Venture** because it recognizes that quality, ongoing staff development is critical to the successful implementation of new strategies for teaching and learning. Additionally, the ADE is committed to the expansion and replication of the program statewide.

(2) Includes strategies and activities that address most pressing professional development need identified in the statewide education Plan submitted under ESEA

Lisa Graham Keegan, Arizona's Superintendent of Public Instruction, in the *Plan for Education in Arizona*, calls for educational reform through a student-centered system. Technology and the innovations it brings are a key part of that system. A supplement to the State Plan addresses how the state intends to meet the National Technology Goals. Recognizing that staff development is critical to the successful implementation of technology, the first goal in Arizona's supplemental plan states that: **All teachers will have the training and support they need to help all students learn through computers and through the information superhighway.** Arizona's *Professional Development Task Force* provided the ADE with guidance in upgrading its standards for teacher certification and re-certification. Among other standards for professional development, state rules provide that teachers create a learning environment which:

- Includes appropriate use of a variety of methods, materials and resources
- Uses strategies that are appropriate to student's developmental needs
- Uses technology and a variety of instructional resources appropriately
- Uses a variety of effective teaching strategies to engage students actively in learning

When responding to ADE or district surveys related to the use of technology in education, teachers have continued to identify the need for comprehensive, ongoing access to staff development that includes inservices in software and hardware use and selection, use of the Internet, and curriculum integration. One of the most commonly mentioned problems, according to teacher surveys, is having computers installed in their classrooms without adequate training to help teachers increase their knowledge and skills.

(3) Involves approaches for which there is explicit evidence of innovation and effectiveness

As previously mentioned, the staff development model to be used during the implementation of **Project Venture** has been successfully field-tested through Project EXCEL. Because of this model's previous success, all staff development programs in Creighton District use Creighton's Model Training Framework. The model consists of a four-tiered staff development plan focused on the integration of thematic instruction,

inquiry/cognitively guided instruction, language development and technology. Training is presented in the format of Integrated Academies, and supported by a collaborative peer-coaching model. Our training model addresses the USDOE's Professional Development Mission as it provides high-quality training and systemic change that results in the preparation and career-long development of teachers and other educational staff whose competence and expectations support all students in their efforts to achieve mastery of the State Content Standards. Our staff development programs offer opportunities for large and small group instruction through inservice and on-site University coursework as well as for individuals through peer mentoring, team teaching, classroom observations and master trainers working one-on-one with individual teachers. According to *A Continuum of Effective Results-Based Staff Development Practices*, by Joyce & Showers, 1995, effective staff development programs provide for exposure to new knowledge and theory, demonstrations, time for practice, feedback and coaching and follow-up training. Beginning and advanced learning opportunities will be provided for staff to acquire the Skills in Technology for their educational or administrative role.

- **Certified Staff** including classroom teachers, special area and special program teachers will be provided with learning opportunities to acquire skills in technology, strategies to implement the technology curriculum, and strategies to integrate technology into instruction.
- **Support Staff** will be provided with learning opportunities to acquire specific skills in technology and to use specific software needed to perform their job functions effectively.
- **Administrators** will be provided with learning opportunities to acquire the skills and vision necessary to support technology curriculum implementation and integration, as well as skills to use technology to manage student data, programs and resources.
- **Teachers of Technology (TOTs) on Special Assignment** will be given specialized training to enable them to provide training and direct classroom support for staff during the work day to develop and teach technology integrated curriculum. The TOTs will also provide group instruction on local sites and via the

ADE's Regional Training Centers. These teachers will provide the center for a critical mass of technological literate staff that will help to ensure replication and sustainability.

- **Technology Staff** will receive appropriate technical training to remain current, to acquire skills in emerging technologies and to cross train peers within their departments. The **Project Venture** Technical Assistant will assist with the design and implementation of this program.
- **Community Members** will have access to computer labs, commons and media centers during community education programs and at other times when the facilities are not in use by students. Because of the variety of Level I and II classes available, some will be open to community members at no cost.

Staff Development will include:

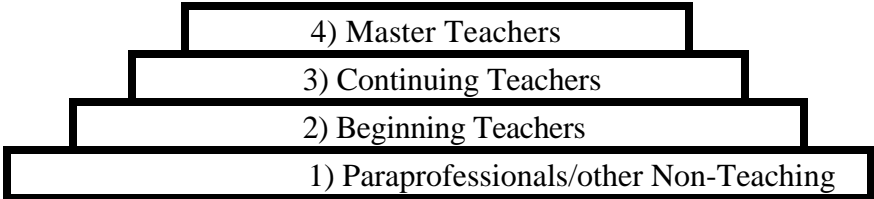
↗ Staff will assess their own skills in technology on a self-assessment at the beginning of each project year.

↗ In cooperation with the administration and the guidance of the TOTs, staff will plan for their professional growth in technology based on their assessed Level.

↗ Staff will participate in a variety of learning opportunities based on individual need. Training will be available through multiple venues. Participants will document increased skills with an expected increase of 25% knowledge and skills annually.

Learning Opportunities will include:
↗ Demonstrations and support in classrooms and in the workplace
↗ Large and small group training at Regional Training Centers, ASU, Internet courses through Stevens Institute and inservices at local sites
↗ Self-study using on-line resources, videos, distance learning, and computer-based tutorials
↗ Conferences and college courses
Time for staff development will include:
↗ Release time through the use of substitutes
↗ Site and district staff development days, early release time and off-contract paid training time

Creighton’s four-tiered model provides opportunities for all of these elements.



MODEL TRAINING FRAMEWORK	
<i>Intensive Training Schedule</i>	
Three to five year training focused on specific areas provides adequate time for systemic change	
Change in school schedule provides four long school days and one shortened day to allow blocks of time for training	
Provide adequate time for teacher and team planning	
<i>Training Tracks</i>	
Year One	Inspiration/Intensive Training
Year Two	Continued Training/Initiate Implementation
Year Three	Implementation
Year Four	Institutionalization
Year Five	Evaluation
<i>Training Strategies</i>	
Peer Coaching	Teachers training teachers
Model Teaching	Master teacher demonstrations
Collaboration	Teachers and teams planning together
Skills Instruction	Provided through a variety of venues

During the implementation of Project EXCEL, we identified the readiness level of teachers and other educators to implement technology for teaching and learning. **Project Venture** will implement the following training model using the resources of the ADE's Regional Training Centers, Arizona State University coursework, LEA inservices, one project-supported Master Trainer, and fourteen Technology Trainer-of-Trainers (TOTs). Project supported staff will work with curriculum and technology personnel in each of the fifteen member districts to carry out a comprehensive staff development program that will result in a significant increase in the number of teachers who effectively use technology in their classrooms to impact student learning.

Description of Training Models at Individual Levels

Level I (Pioneer) and Level II (Settler) courses will be available to all staff employed by Project Venture districts. This includes administrative, teaching, and support personnel. The primary focus of this training will be to assist those attending in attaining the personal computer skills necessary for their job. Project Venture TOTs will provide classes at individual sites, at the District level, or through the ADE's Regional Training Centers. These inservice opportunities, along with a variety of self-paced tutorials, will be structured so that a sequenced set of objectives will assist those choosing to attend to gain expertise in basic computer skills, word processing, spreadsheet, database, e-mail, and Internet.

Level III (Scout) activities are available to 14 certified classroom teachers per year per Trainer-of-Trainers (for a total of 210 teachers each year.) Teachers must attain Level II basic computer skills prior to applying for work at Level III. During the year, they will work directly with TOTs to learn multi-media and production applications, to develop classroom curriculum in alignment with State Content Standards, and to continually assess their progress. Observations of Level IV model classrooms will provide the VISION for these teachers. Through collaborative curriculum development, team teaching experiences, and direct access

to the TOT they are working with for point-in-time training, they will have the support necessary to attain the independence of Level IV.

Level IV (Explorer) TOT positions requires Level III classroom expertise upon hiring. These teachers must apply through their districts and meet job qualifications as described in the project (see appendix). During the first year of the program, they will work closely with the Master Trainer, collaborate with their classroom replacement teachers to implement technology-integrated curriculum, and have the technical support from their district for hardware and software issues in order to attain Level IV skills and knowledge. Classroom Model Teachers will emerge from the training provided by Level IV TOTs. All of these classrooms will be equipped with a 5-station, multimedia, networked lab with a presentation device (provided by individual districts). These master teachers will facilitate classrooms which will be used as demonstration sites for the modeling of technology integrated curriculum to those training at Level III.

Level V (Guide) These teachers will possess the technology skills, curriculum and integration knowledge, and the ability to guide others through the maze of technology integration by helping staff to assess their level of knowledge, select classes and coursework to extend their knowledge, and directing and organizing the efforts of each participating district. Level V guides will work with local administration, Arizona Department of Education, Arizona State University and local curriculum specialists to ensure the successful implementation of **Project Venture**. The following graphic depicts the number of teachers and other staff that will be involved at each Level for each of the project years.

Project Venture Training Model

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
LEVEL V GUIDE (1)	LEVEL V GUIDE (1)	LEVEL V GUIDE (6)	LEVEL V GUIDE (15)	LEVEL V GUIDE (58)
LEVEL IV EXPLORERS (14)	LEVEL IV EXPLORERS (14)	LEVEL IV EXPLORERS (65)	LEVEL IV EXPLORERS (173)	LEVEL IV EXPLORERS (334)
LEVEL III SCOUTS (14)	LEVEL III SCOUTS (224)	LEVEL III SCOUTS (434)	LEVEL III SCOUTS (644)	LEVEL III SCOUTS (743)
LEVEL II SETTLERS (750)	LEVEL II SETTLERS (750)	LEVEL II SETTLERS (563)	LEVEL II SETTLERS (396)	LEVEL II SETTLERS (297)
LEVEL I PIONEERS (UNLIMITED)	LEVEL I PIONEERS (UNLIMITED)	LEVEL I PIONEERS (UNLIMITED)	LEVEL I PIONEERS (UNLIMITED)	LEVEL I PIONEERS (UNLIMITED)

Movement through the Levels:

Choice for participation is critical to the success of **Project Venture**. Our previous experience with Project EXCEL tells us that progression through these levels occurs at varying paces based on the individual. Apple Classroom of Tomorrow (ACOT) tells us that it takes the majority of teachers 5-7 years of training and support in order to attain the independence of Level IV. **Project Venture** will dramatically accelerate the acquisition of the necessary skills and knowledge and allow teachers to provide students with technology integrated curriculum. We have noticed that contributing factors include fluency of computer skills, risk-taking factors, previous teaching experience, knowledge of curriculum requirements, classroom management skills, and implementation strategies. The largest contributor is a VISION for how technology can be integrated into curriculum without being taught as a separate subject. Level IV model classrooms will provide that vision.

Motivation for participation:

At Levels I and II, participants will be given a variety of opportunities to attain personal skills that will assist them in their jobs. Motivation for participation will occur by the need to perform daily tasks as job requirements change because of the addition of technology. Participants will have the ability to gain this knowledge through multiple training sources.

Level III participation will be on an application basis for certified classroom teachers. Level II skills will be required, as training opportunities will be focused on multimedia production and classroom integration of technology teachers develop curriculum in alignment with State Content Standards. Level III participants will be motivated to participate because they will receive a networked, multimedia mini-lab for use within their classroom, the support of a skilled TOT, and technical support from their individual districts.

Level III teachers moving towards Level IV will retain the computer equipment that was issued to them when they were working at Level III. They will be publicized as “master teachers,” on the use of technology within an aligned curriculum. Consequently, they will be asked to open their classrooms up to other teachers in the project to create the VISION for the training model. These classrooms will have the potential to be used as demonstration sites for teachers outside of the project.

(4) Establishes and supports high standards for professional development in educational technology and its use in schools consistent with statewide reform initiatives, including state content/performance standards

The staff development model to be used has been successfully piloted by Creighton School District and meets the Arizona Department of Education’s framework for training. It is ongoing, allows adequate time for teachers to work at their own pace, provides mentor teachers, and offers training in a variety of modes. Technology training is essential to state reform initiatives because technology knowledge and skills are embedded in all of the State Content Standards. The parallel development of integrated curriculum and

technology skills will assist us to impact student achievement by ensuring a highly trained staff using technology to teach to an integrated curriculum that aligns with the State Content Standards.

(5) Includes specific efforts by consortium members to be publicly accountable for improving education through the use of technology

The consortium members will be publicly accountable for improving education through the use of technology through dissemination of its annual formative evaluation to member Governing Boards at public meetings, the Arizona Department of Education, and periodic revisions and refinements to the long-range technology plans of participating LEAs. Formative and summative evaluation data will be made available on the project web site.

(6) Involves a coherent plan for improving, expanding and disseminating successful professional development model(s)

The plan for expanding and disseminating our successful professional development model is fully described in our Plan of Operation, which begins on page 18.

Feasibility

(1) Extent to which project will prepare teachers for successful, effective and efficient uses of technologies for improved instruction that will be sustainable

The implementation chart on page 12 depicts the growth in skills and knowledge of teachers throughout the project. According to recent surveys, only 25% percent of the consortiums' teaching staff have adequate technology skills; of those only 1% are able to integrate technology into the curriculum. By the end of the project, we will have created a "critical mass" of 1,135 teachers who will be integrating technology in their classroom and have the skills and knowledge in order to be a Guide to others venturing into this new frontier. The remaining 1,896 teachers will be working under the guidance of mentor teachers to improve their technology skills. The creation of this "critical mass" along with the availability of Regional Training Centers will ensure sustainability.

(2) Extent to which consortium or other entities will contribute substantial financial/other resources to achieve goals of the project

The contributions of each member entity are described in the budget narrative and includes staff, hardware and software, training curriculum development, use of Regional and Local Training Centers as well as the dedication to ensure the success of **Project Venture**.

(3) Applicant capable of carrying out project as evidenced by:

Creighton Elementary School District has successfully implemented a variety of state and federal grant programs in recent years. Among those have been Project EXCEL which was funded under the FIRST initiative, a federal grant program that focused on preparing teachers to use technology, and five Title VII and Bilingual Education grants. The District has the infrastructure and staff to ensure sound fiscal management, timely reporting and administrative oversight. Our District's Coordinator of External Programs, Ms. Pamela Burkhardt, has over 20 years experience managing state, federal as well as other external grants. Additionally, the District successfully piloted the staff development model and has consistently increased the number of teachers using technology for teaching since its inception.

(4) Methods of Evaluation

The evaluation model is constructed to provide on-going, formative data, as well as an objective, summative evaluation of each component of the project. Throughout the duration of project, reports will be constructed and presented to consortium members, their Governing Boards, the ADE and USDOE. Data will be collected through direct interaction with all levels of project staff, participating teachers and district administration. As the project progresses, a web site will be used to disseminate information to participants and other interested parties. The web site will also be used to obtain evaluation data from project participants. Through continuous monitoring and reporting, the evaluation will contribute to refinement of project activities.

Effectiveness of the project will be measured via quantitative and qualitative approaches. Procedures employing classical and exploratory statistical analysis procedures will provide a varied and comprehensive description and evaluation of the activities carried out during project implementation. A summative evaluation of the project as a whole will review the objectives set forth in the proposal and the overall effectiveness of the project activities.

Specifically, the evaluation will provide data related to the enhancement of technology skills and knowledge on the part of participants. The development and implementation of a Standards-Based curriculum that includes technology integration, and the degree to which the integration of technology for teaching and learning impacts student achievement of State Content Standards will also be reviewed. Data will be collected on an ongoing basis. Staff abilities will be monitored through an Internet-based self-assessment and classroom observations; on-line curriculum will be reviewed and evaluated; changes in attitudes related to technology use for instructional purposes will be obtained through teacher journal entries, interviews, and minutes of meetings. This data will show an annual increase in the number of staff whose technology skills and knowledge are enhanced.

Intentionally, the Project Venture consortium consists of both urban and rural districts. The training model developed considers the training issues related to both of these teacher populations. A comparison study of teachers in both settings will be conducted in order to obtain information about adaptability to other districts in Arizona. In addition, collaboration with ASU will provide opportunities for the institutionalization of preservice teacher education models.

Particular attention will be given to obtaining evaluation data from schools where high numbers (50% or more) of low-income students are enrolled. It is our intention to focus on the ability of these students to master State Content Objectives for technology given their teachers' ability to integrate technology for teaching and learning. The following timeline will be in effect for evaluation purposes:

Evaluation Timeline

Evaluation Timeline	1998-99	1999-2000	2000-01	2001-02	2002-03
Complete RFP process for Evaluator	X				
Identify Variables to be evaluated and Select/ Develop Evaluation Instruments	X				
Collect Baseline Data (curriculum, training, attitudinal, and student achievement)	X				
Evaluate and Refine Training Curriculum	X	X	X	X	X
Evaluate Self-Assessment Data for Growth	X	X	X	X	X
Evaluate Teacher Generated Curriculum	X	X	X	X	X
Evaluate Student Mastery of Content Standards	X	X	X	X	X
Assess Attitudinal Changes of Staff, Students and Community	X	X	X	X	X
Prepare, Submit and Disseminate Annual Formative Evaluation and Financial Reports	X	X	X	X	X
Prepare, Submit and Disseminate Final Summative Evaluation	X	X	X	X	X
Disseminate And Expand Models Based On Formative And Summative Evaluations.					X

The formative evaluation process will be initiated and carried out by project evaluation team comprised of the project director, external evaluator and representatives from each consortium partner. This ongoing evaluation will be a tool for program refinement. The summative evaluation will be conducted by the project evaluation team, and will occur at the end of the funding period. The focus of the summative evaluation will be on identifying the overall achievement of project objectives and on the degree to which the staff development model has the potential for replication and sustainability.

To ensure successful implementation of **Project Venture**, the following Plan of Operation details the objectives to be met and the outcomes to be measured:

Plan of Operation

To ensure timely, successfully project implementation, the following Plan of Operation will be followed:

Objective 1.0 To increase the number of teachers trained to use technology for classroom instruction by 25% annually.

Objective 1.1 By the end of the project, thirty-eight percent (1,135) of the consortium's teachers will be integrating technology into their curriculum at Levels III, IV and V.

Objective 1.2 By the end of the project, a minimum of 2,756 staff members will have achieved Level II skills and knowledge.

Objective 1.3 By the end of the project, all consortium staff members will have participated in Level I and II staff development activities.

Objective 1.4 By the end of the first project year, infrastructure, servers and networking software will be obtained and installed, with expansions and upgrades to occur annually.

Activities	Process/Technique	Person Responsible	Timeline
Hire Master Trainer and Technical Support Staff for Project	Develop qualifications list and job description	Creighton District	October 30, 1999
Identify and place 14 TOTs (trainer of teachers) --5 @ Creighton; 7 @ Tri-District and 2 @ MCSSC	District to implement hiring procedures	Participating Districts	December 15, 1999
Identify certified classroom teacher replacements for TOTs	Districts to implement hiring procedures	Participating Districts TOTs	January 15, 1999
Obtain and install wide area network infrastructure, servers and networking software	<ul style="list-style-type: none"> • Compaq provides network servers • Microsoft provides network operation software • CISCO Systems provides web-based delivery framework 	Technical Assistant Consultants Cisco Compaq Microsoft	Year One and ongoing
Plan, develop and create Project Venture web pages	Web page development for: <ul style="list-style-type: none"> • dissemination of training model • instruction of Level I and II staff • on-line self assessment administration and placement • on-line integrated K-12 curriculum database 	Technical Assistant Consultants	Year One and ongoing
Purchase required hardware/software for TOTs	Determine platform, hardware, presentation, and software needs	Project Master Trainer TOTs	January 30, 1999

Objective 1.0 Continued

Activities	Process/Technique	Person Responsible	Timeline
Establish computer labs in replacement teacher classrooms	Obtain, set-up and maintain a five multi-media computers, presentation device, and laser printer	Purchased by Individual Districts Technical Assistant	First quarter year
Initiate TOT activities	Facilitate 1 day per week for trainers to dialogue, reflect and receive direct instruction	Master Trainer	Ongoing
Purchase needed software for classroom use	Develop evaluation criteria; Conduct software needs assessment;	TOTs with direction from Master Trainer Purchased by Individual Districts	Initiated first year continued through project
Administer training level self-assessments to all consortium staff member	Develop assessment rubric and instrument, administer, and place staff in training program	Master Trainer TOTs	Year One; refine re-administer annually
Purchase, develop, field test and refine Level I and II training curriculum and materials using multiple means of delivery (accommodating all audiences) with common objectives.	Collaborative planning sessions; team teaching, revision of curriculum Stevens Institute to donate Internet training materials	TOTs in collaboration with Master Trainer Stevens Institute State Technology Resource Center	Initiated first year continued across project years
Conduct Technology Courses for Level I and Level II teachers	Conduct training levels self-assessments; coordinate outside training resources; coordinate registration procedures.	Master Trainer TOTs State Technology Resource Centers Stevens Institute	Years 1-5
Initiate Level III in-class model/team teaching with classroom replacement teachers	TOTs team-teach with classroom teacher replacements focusing on technology integrated curriculum aligned with State Content Standards	TOTs with teacher replacements	Year One; four at beginning of year, less time teacher replacement gain Level III-I independence
Determine criteria and select Level III classroom teachers (15 teachers per TOT)	Develop and administer application Initiate application process Select Level III teachers	Master Trainer; TOTs, Districts	Years 2-5
Establish computer labs in Level III classroom teachers (210 per year)	Obtain, set-up and maintain a five multi-media computers, presentation device, and laser printer	Purchased by Individual Districts Technical Assistant	Years 2-5
Initiate TOT mentoring activities with Level III teachers (210 project-wide)	TOTs and classroom teachers collaborate to develop integrated curriculum, team teach	TOTs Level III teachers Technical Assistant	Years 2-5
Evaluate, refine and publish curriculum	Feedback from teachers, refine curriculum based on comments	Master Trainer, External Evaluator	Years 1-5

Objective 2.0 To develop and implement a curriculum that is in alignment with State Content Standards and includes the integration of technology.

Activities	Process/Technique	Person Responsible	Timelin
Determine degree of curriculum alignment with State Content Standards and amount of technology integration of individual districts	Local committees review current curriculum	Individual Districts in cooperation with TOTs and curriculum staff	Year One . ongoing
Complete curriculum alignment led by the Tri-District Consortium, including technology integration	Local content committees align curriculum to Standards	Tri-District Consortium Director	Year One . ongoing
Completed curriculum compared to individual district's curriculum to ensure continuity	District content committees to compare respective curriculum to Tri-District Model Curriculum	District Curriculum Directors	Year One . ongoing
Simultaneously develop an on-line curriculum that includes embedded technology	Level III and IV teachers adjust curriculum to include integration of technology	Master Teacher TOTs Level III and IV Teachers	Year One . ongoing
Publish and disseminate aligned curriculum to multiple sites via project web pages	Use CISCO framework to provide searchable database of on-line curriculum	Technical Assistant	Year One . ongoing
Field-test evaluate and refine technology curriculum	Project Venture Level III, IV teachers to pilot curriculum in their classrooms	Level III, IV Classroom Teachers	Year One . ongoing

Objective 3.0 To develop and implement an evaluation protocol that assists with project refinement, implementation and that ensures sustainability and replication.

Objective 3.1 By the end of year two, a formative evaluation will occur to assist with ongoing project refinement and provide feedback for modifications in the training model.

Objective 3.2 By of the project, a summative evaluation will be submitted to the Governing Boards of participating Districts, the Arizona Department of Education and the United States Department of Education.

Activities	Process/Technique	Person Responsible	Timeli
Contract with Project Evaluator	RFP to be issued	Creighton District External Programs Coordinator	February,
Select/develop evaluation instruments for identified data to be collected	Determine specific curriculum, training, attitudinal measures, and student achievement data to be analyzed; select/develop instruments	Master Trainer External Evaluator Participating districts	Year O
Gather baseline data for evaluation	Administer evaluation procedures and analyze appropriate data	External Evaluator Master Trainer TOTs Participating Districts	Year O
Conduct ongoing assessment and evaluation of staff training program	Data will be used to provide ongoing adjustments to training curriculum	External Evaluator Master Trainer TOTs	Ongoir
Conduct annual assessment and evaluation of training programs	Data will be used to provide adjustments to training programs and will be disseminated via Project Venture's web site to staff and community members of involved districts, State Department, Arizona districts, and federal government	External Evaluator	Years 1
Conduct annual assessment and evaluation of teacher progress	Staff self-assessment will be analyzed to determine growth	External Evaluator Master Trainer TOTs	Years 1
Conduct annual assessment and evaluation of teacher-generated curriculum	Assess published curriculum based on technology integration and alignment with State Content Standards	External Evaluator Master Trainer TOTs	Years 1

Activities	Process/Technique	Person Responsible	Timeline
Conduct annual assessment and evaluation of student progress towards mastery of State Content Standards	Administer student performance assessments; Analyze performance data	External Evaluator Master Trainer TOTs	Years 1
Conduct annual assessment and evaluation of staff, student and community attitudes towards Project Venture implementation	Administer and analyze surveys	External Evaluator Master Trainer TOTs	Years 1
Prepare and submit summative evaluation to USDOE, participating districts, Governing Boards	<ul style="list-style-type: none"> • Data will be used evaluate overall success and impact towards systemic change • Replication of the training model will be specifically examined 	External Evaluator	Year 1

Achievement of **Project Venture's** objectives will ensure the successful implementation of a model training program that will positively impact student achievement. Through collaboration with consortia members, continual refinement to the above activities, and dissemination of outcomes, these activities will also impact teachers and students beyond the consortium.

5 Year Budget Summary

5 Year Budget Narrative

Year 1

Budget Activity	Grant Funds	Consortium Contribution
A. Direct Costs		
1. Salaries		
Grant Administrator .30 FTE (Creighton District)		\$11,100.00
MIS Director (Arizona Department of Education) .20 FTE		18,000.00
Curriculum Coordinators 5 LEAs (4 LEAs and 1 MCSSC) x .15 FTE		45,000.00
Technical Support Personnel 5 LEAs (4 LEAs and 1 MCSSC) x .25 FTE		29,000.00
Project Director/Master Trainer 1.0 FTE	60,000.00	N/A
Technical Assistant 1.0 FTE	28,000.00	N/A
Teachers-on-Assignment 14.0 FTE (5.0 FTE Creighton, 7.0 FTE Tri-Districts, 2.0 FTE MCSSC Districts)	490,000.00	N/A
Teacher Salaries (Staff Development) @ \$144.00 per day x 15 teachers x 8 days (project funded); Teacher Salaries (Curriculum Development) @ \$144.00 per day x 30 teachers x 15 days (Consortium funded)	17,280.00	64,000.00
Substitute Teacher Salaries (Staff Development) @ \$75.00 per day x 15 teachers x 8 days (project funded); Substitute Teacher Salaries (Curriculum Development) @ \$75.00 per day x 30 teachers x 2 days (Consortium funded)	9,000.00	4,500.00
Sub-Total Salaries	604,280.00	171,600.00
2. Employee Benefits @ 11.67% plus \$2,500. Per FTE Major medical	110,519.00	26,275.00
3. Travel 2 trips to Challenge Grant Conference x 6 Staff @ \$1,700. Per person per trip	20,400.00	N/A
4. Equipment: 16 laptop computers and presentation devices for project staff @ \$4,000. Per setup (project funded); 5 station multi-media mini lab for classrooms of Level III and IV teachers @ \$11,000.00 x 15 teachers (Consortium funded)	64,000.00	165,000.00
4 Network Servers (COMPAQ)		80,000.00

Year 1

Continued

Budget Activity	Grant Funds	Consortium Contribution
5. Materials and Supplies: Internet Training Software (Stevens Institute @ \$60,000.); Network Systems Software (Microsoft @ \$100,000.); Software Training Shell (CISCO @ \$100,000.); Software/Video Training Modules for Online Staff Development (Project Funded @ 14 modules x \$2,500.); Software for training labs: ClarisWorks or Word @ 5 labs x 30 computers x \$200.	70,000.00	\$260,000.00
6. Consultants and Contracts: Evaluator @ \$60,000. (project funded); Regional Training Centers, District training centers (Consortia funded by ADE and LEAs facilities for group training); Consulting for development and revision of web pages @ \$200. Per hour x 80 hours (project funded)	68,000.00	25,000.00
7. Other Printing of training catalogues; project dissemination (project funded)	10,000.00	N/A
8. Total Direct Costs	\$947,199.00	\$727,875.00
B. Indirect Costs @ 6.77% State Approved Rate	64,125.00	N/A
Total Budget	\$1,011,324.00	\$727,825.00

Year 2

Budget Activity	Grant Funds	Consortium Contribution
A. Direct Costs		
1. Salaries		
Grant Administrator .30 FTE (Creighton District)		\$11,655.00
MIS Director (Arizona Department of Education) .20 FTE		18,900.00
Curriculum Coordinators 5 LEAs (4 LEAs and 1 MCSSC) x .15 FTE		47,250.00
Technical Support Personnel 5 LEAs (4 LEAs and 1 MCSSC) x .25 FTE		30,450.00
Project Director/Master Trainer 1.0 FTE	63,000.00	N/A
Technical Assistant 1.0 FTE	29,400.00	N/A
Teachers-on-Assignment 14.0 FTE (5.0 FTE Creighton, 7.0 FTE Tri-Districts, 2.0 FTE MCSSC Districts)	514,500.00	N/A
Teacher Salaries (Staff Development) @ \$144.00 per day x 15 teachers x 8 days (project funded); Teacher Salaries (Curriculum Development) @ \$144.00 per day x 30 teachers x 15 days (Consortium funded)	18,144.00	67,200.00
Substitute Teacher Salaries (Staff Development) @ \$75.00 per day x 15 teachers x 8 days (project funded); Substitute Teacher Salaries (Curriculum Development) @ \$75.00 per day x 30 teachers x 2 days (Consortium funded)	9,000.00	4,500.00
Sub-Total Salaries	634,044.00	179,955.00
2. Employee Benefits @ 11.67% plus \$2,500. Per FTE Major medical	113,993.00	27,250.00
3. Travel 2 trips to Challenge Grant Conference x 6 Staff @ \$1,700. Per person per trip; Conference Registration and Travel @ 1,000 project staff (16. 1,000) (project/consortia funded)	28,400.00	8,000.00
4. Equipment: 5 station multi-media mini lab for classrooms of Level III and IV teachers @ \$11,000.00 x 15 teachers (Consortium funded)	N/A	165,000.00

Year 2

Continued

Budget Activity	Grant Funds	Consortium Contribution
5. Materials and Supplies: Content specific software for classroom teachers with Level III skills	15,000.00	15,000.00
6. Consultants and Contracts: Evaluator @ \$60,000. (project funded); Regional Training Centers, District training centers (Consortia funded by ADE and LEAs facilities for group training); Consulting for development and revision of web pages @ \$200. Per hour x 80 hours (project funded)	68,000.00	25,000.00
7. Other Printing of training catalogues; project dissemination (project funded)	10,000.00	N/A
8. Total Direct Costs	\$867,377.00	\$420,205.00
B. Indirect Costs @ 6.77% State Approved Rate	58,856.00	N/A
Total Budget	\$928,233.00	\$420,205.00

Year 3

Budget Activity	Grant Funds	Consortium Contribution
A. Direct Costs		
1. Salaries		
Grant Administrator .30 FTE (Creighton District)		12,005.00
MIS Director (Arizona Department of Education) .20 FTE		19,467.00
Curriculum Coordinators 5 LEAs (4 LEAs and 1 MCSSC) x .15 FTE		48,667.00
Technical Support Personnel 5 LEAs (4 LEAs and 1 MCSSC) x .25 FTE		31,364.00
Project Director/Master Trainer 1.0 FTE	64,890.00	N/A
Technical Assistant 1.0 FTE	30,282.00	N/A
Teachers-on-Assignment 14.0 FTE (5.0 FTE Creighton, 7.0 FTE Tri-Districts, 2.0 FTE MCSSC Districts)	529,935.00	N/A
Teacher Salaries (Staff Development) @ \$144.00 per day x 15 teachers x 8 days (project funded); Teacher Salaries (Curriculum Development) @ \$144.00 per day x 30 teachers x 15 days (Consortium funded)	18,144.00	69,525.00
Substitute Teacher Salaries (Staff Development) @ \$75.00 per day x 15 teachers x 8 days (project funded); Substitute Teacher Salaries (Curriculum Development) @ \$75.00 per day x 30 teachers x 2 days (Consortium funded)	9,000.00	4,500.00
Sub-Total Salaries	652,251.00	185,528.00
2. Employee Benefits @ 11.67% plus \$2,500. Per FTE Major medical	116,118.00	27,901.00
3. Travel 2 trips to Challenge Grant Conference x 6 Staff @ \$1,700. Per person per trip; Conference Registration and Travel @ 1,000 project staff (16. 1,000) (project/consortia funded)	28,400.00	8,000.00
4. Equipment: 5 station multi-media mini lab for classrooms of Level III and IV teachers @ \$11,000.00 x 15 teachers (Consortium funded)	N/A	165,000.00

Year 3

Continued

Budget Activity	Grant Funds	Consortium Contribution
5. Materials and Supplies: Content specific software for classroom teachers with Level III skills	15,000.00	15,000.00
6. Consultants and Contracts: Evaluator @ \$60,000. (project funded); Regional Training Centers, District training centers (Consortia funded by ADE and LEAs facilities for group training); Consulting for development and revision of web pages @ \$200. Per hour x 80 hours (project funded)	68,000.00	25,000.00
7. Other Printing of training catalogues; project dissemination (project funded)	10,000.00	N/A
8. Total Direct Costs	889,769.00	426,429.00
B. Indirect Costs @ 6.77% State Approved Rate	60,237.00	N/A
Total Budget	\$950,006.00	\$426,429.00

Year 4

Budget Activity	Grant Funds	Consortium Contribution
A. Direct Costs		
1. Salaries		
Grant Administrator .30 FTE (Creighton District)		12,005.00
MIS Director (Arizona Department of Education) .20 FTE		19,467.00
Curriculum Coordinators 5 LEAs (4 LEAs and 1 MCSSC) x .15 FTE		48,667.00
Technical Support Personnel 5 LEAs (4 LEAs and 1 MCSSC) x .25 FTE		31,364.00
Project Director/Master Trainer 1.0 FTE	64,890.00	N/A
Technical Assistant 1.0 FTE	30,282.00	N/A
Teachers-on-Assignment 14.0 FTE (5.0 FTE Creighton, 7.0 FTE Tri-Districts, 2.0 FTE MCSSC Districts)	529,935.00	N/A
Teacher Salaries (Staff Development) @ \$144.00 per day x 15 teachers x 8 days (project funded); Teacher Salaries (Curriculum Development) @ \$144.00 per day x 30 teachers x 15 days (Consortium funded)	18,144.00	69,525.00
Substitute Teacher Salaries (Staff Development) @ \$75.00 per day x 15 teachers x 8 days (project funded); Substitute Teacher Salaries (Curriculum Development) @ \$75.00 per day x 30 teachers x 2 days (Consortium funded)	9,000.00	4,500.00
Sub-Total Salaries	652,251.00	185,528.00
2. Employee Benefits @ 11.67% plus \$2,500. Per FTE Major medical	116,118.00	27,901.00
3. Travel 2 trips to Challenge Grant Conference x 6 Staff @ \$1,700. Per person per trip; Conference Registration and Travel @ 1,000 project staff (16. 1,000) (project/consortia funded)	28,400.00	8,000.00
4. Equipment: 5 station multi-media mini lab for classrooms of Level III and IV teachers @ \$11,000.00 x 15 teachers (Consortium funded)	N/A	165,000.00

Continued

Year 4

Budget Activity	Grant Funds	Consortium Contribution
5. Materials and Supplies: Content specific software for classroom teachers with Level III skills	10,000.00	15,000.00
6. Consultants and Contracts: Evaluator @ \$60,000. (project funded); Regional Training Centers, District training centers (Consortia funded by ADE and LEAs facilities for group training	60,000.00	25,000.00
7. Other Printing of training catalogues; project dissemination (project funded)	10,000.00	10,000.00
8. Total Direct Costs	876,769.00	436,429.00
B. Indirect Costs @ 6.77% State Approved Rate	59,357.00	N/A
Total Budget	\$936,126.00	\$436,429.00

Year 5

Budget Activity	Grant Funds	Consortium Contribution
A. Direct Costs		
1. Salaries		
Grant Administrator .30 FTE (Creighton District)		12,005.00
MIS Director (Arizona Department of Education) .20 FTE		19,467.00
Curriculum Coordinators 5 LEAs (4 LEAs and 1 MCSSC) x .15 FTE		48,667.00
Technical Support Personnel 5 LEAs (4 LEAs and 1 MCSSC) x .25 FTE		31,364.00
Project Director/Master Trainer 1.0 FTE	64,890.00	N/A
Technical Assistant 1.0 FTE	30,282.00	N/A
Teachers-on-Assignment 14.0 FTE (5.0 FTE Creighton, 7.0 FTE Tri-Districts, 2.0 FTE MCSSC Districts)	529,935.00	N/A
Substitute Teacher Salaries (Staff Development) @ \$75.00 per day x 15 teachers x 8 days (project funded); Substitute Teacher Salaries (Curriculum Development) @ \$75.00 per day x 30 teachers x 2 days (Consortium funded)	9,000.00	4,500.00
Sub-Total Salaries	634,107.00	116,003.00
2. Employee Benefits @ 11.67% plus \$2,500. Per FTE Major medical	114,000.00	19,787.00
3. Travel 2 trips to Challenge Grant Conference x 6 Staff @ \$1,700. Per person per trip; Conference Registration (Consortium Funded)	10,600.00	8,000.00
4. Equipment: 5 station multi-media mini lab for classrooms of Level III and IV teachers @ \$11,000.00 x 15 teachers (Consortium funded)	N/A	165,000.00

Continued

Year 5

Budget Activity	Grant Funds	Consortium Contribution
5. Materials and Supplies: Content specific software for classroom teachers with Level III skills	10,000.00	15,000.00
6. Consultants and Contracts: Evaluator @ \$60,000. (project funded); Regional Training Centers, District training centers (Consortia funded by ADE and LEAs facilities for group training	60,000.00	25,000.00
7. Other Printing of training catalogues; project dissemination (project funded)	10,000.00	10,000.00
8. Total Direct Costs	838,707.00	358,790.00
B. Indirect Costs @ 6.77% State Approved Rate	56,780.00	N/A
Total Budget	\$895,487.00	\$358,790.00

Appendices

Appendix 1
List of Consortium Members and Letters of Commitment

CONSORTIUM PARTNER	CONTACT PERSON
Creighton Elementary School District	Jim Bogner, Assistant Superintendent for Instruction Pam Burkhardt, External Programs Coordinator Teresa Foulger, District Technology Trainer 2702 East Flower Street Phoenix, AZ 85015 Phone: (602) 381-6000 Fax: (602) 381-6019
Arizona Department of Education	Vito Amado, MIS Director Alex Belous, Manager of Internet Technologies 1535 W. Jefferson Street Phoenix, AZ 85007 Phone: (602) 542-5080; 542-7886 Fax: (602) 542-2560
Maricopa County Small Schools Consortium	Dr. Linda Fuller-O'Dell Maricopa County Small Schools Administrator 301 W. Jefferson Phoenix, AZ 85003 Phone: (602) 506-3898 Fax: (602) 506-3753
Tri-District Consortium	Jane Adams Hewitt Tri-District Coordinator 500 W. Guadalupe Road Tempe, AZ 85283 Phone: (602) 345-3758 Fax: (602) 413-0685
Kyrene Elementary School District	Dr. Mada Kay Morehead Assistant Superintendent for Curriculum and Educational Support 8700 S. Kyrene Road Tempe, AZ 85284 Phone: (602) 496-4600 Fax: (602) 496-4795

CONSORTIUM PARTNER	CONTACT PERSON
<p>Tempe Elementary School District</p>	<p>Dr. Michael Klopfenstein Director of Curriculum and Special Projects 3205 S. Rural Road Tempe, AZ 85285 Phone: (602) 730-7100 Fax: (602) 730-7177</p>
<p>Tempe Union High School District</p>	<p>Ralph Cadwallader Associate Superintendent 500 W. Guadalupe Road Tempe, AZ 85283 Phone: (602) 345-3704 Fax: (602) 413-0685</p>
<p><i>CISCO</i></p>	<p>Kevin Warner Educational Market Group Manager Cisco System, Inc. San Jose, CA Phone: (408) 526-4000 Fax: (408) 527-4561</p>
<p><i>COMPAC</i></p>	<p>John Vipond Account Executive K-12 Markets 925 W. Baseline, #105-H2 Tempe, AZ 85283 Phone: (602) 456-1582 Fax: (602) 4560-1583</p>
<p><i>Microsoft</i></p>	<p>Linda Harrison Reseller Marketing Representative 2929 N. Central Avenue, #1200 Phoenix, AZ 85012 Phone: (602) 280-8664 Fax: (602) 263-0007</p>
<p>Arizona State University</p>	<p>Dr. John T. Behrens Associate Professor and Program Coordinator Arizona State University, College of Education Tempe, AZ 85280 Phone: (602) 965-3993 Fax: (602)</p>
<p>Stevens Institute for Technology</p>	<p>Dr. Edward Friedman Director Castle Point on Hudson Hoboken, NJ 07030 Phone: (201) 216-5188</p>

Appendix 2

List of Project Personnel

KEY PERSONNEL	BACKGROUND
Project Funded:	
Teresa Foulger (Master Trainer, 1.0 FTE)	Teresa has seven years of classroom teaching experience at the elementary level. She has extensive experience in staff development, especially technology training and curriculum development. She has a Master's degree in Educational Media and Computers and managed the Project EXCEL (teacher training) grant for three years. Currently she is working for Creighton School District and is responsible for the coordination of technology training, the training of District trainers, and working with others to integrate technology into other training opportunities available to teachers.
Robyn Griffith (Technical Support, 1.0 FTE) UPDATE: Laurie Ralston is the current Technical Support Person	<p>Robyn's technology experience began as a Technology Assistant for Project EXCEL. She worked closely with District Technicians to install and maintain equipment and assisted teachers during the implementation of technology integrated curriculum. She has participated in training and maintenance of Novell Netware 3.12 and 4.1, and on-the-job experience with hardware, software, and troubleshooting issues. In addition to her full time work as Special Programs Secretary, she has taken on the optional responsibility of teaching district technology classes and as a troubleshooter for technology issues at the District Office.</p> <p>Laurie comes to the Project with a Master's degree in Educational Media and Computers. She is currently a doctoral student at Pepperdine University in their Distance Learning Educational Technology program. She does a multitude of duties for Project Venture, including website design, technology research, video editing, and selecting and ordering computer hardware and software. In addition to her duties with Project Venture, she is responsible for Creighton District's website. She is an expert Mac user and teaches district technology classes.</p>
Trainer-of-Trainers (TOTs, 14.0 FTEs)	Fourteen individuals will be selected and will possess the following skills: teaching certification, Level II technology skills, the ability to work collaboratively with another teacher, strong communication skills (both written and oral) in order to develop training materials and conduct technology inservices
Consortium Funded:	
Vito Armato, MIS Director Arizona Department of Education	Vito is currently working towards his Ph.D. in Educational Media and Computers at Arizona State University. He

	attained his Master's degree in Computer Education at California State University where he was a graduate assistant. He has experience as a web master at ASU.
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KEY PERSONNEL	BACKGROUND
<p>Alex Belous Manager of Internet Technology Arizona Department of Education</p>	<p>Alex spent 12 years in the classroom of a small, rural district. He has 4 years of experience at the district level as a Technology and Vocational Director. This district was one of the first two Apple Demonstration Laboratories in the United States. He worked with the Department of Education for special projects and has been responsible for connecting 90% of the school districts to the Internet, and capturing and distributing over \$10 million in discretionary grants. He sits on the advisory board at the Federal and State level for technology use and curriculum design. He is also a member of the National School Board Association Foundation ConnectEd Project and is an advisor to the Milken Foundation for Educational Technology.</p>
<p>Pamela Burkhardt External Programs Coordinator Creighton School District</p>	<p>Pamela is employed by Creighton School District and has 20 years of experience developing and administering state and federal grants. Ms. Burkhardt will provide oversight in fiscal, financial reporting and evaluation of the project.</p>
<p>Jane Hewitt Tri-District Coordinator Tri-District Consortium</p>	<p>Jane has worked for Tempe Elementary School District as a classroom teacher, gifted students, librarian, gifted consultant, adult instruction, facilitative leadership and staff developer. She has a master's degree in Educational Administration and Leadership and is currently employed by the Tri-District Consortium Jane will coordinate alignment of curriculum to the State Content Standards. She has extensive experience in the development and alignment of curriculum as well as facilitating group efforts.</p>

Linda Fuller-O'Dell
Small Schools Administrator
Maricopa County Small Schools
Consortium

Linda has 20 years at the school and district level with emphasis on successful classroom performance, curriculum leadership, communication, organization, supervision, and professional development. She has 5+ years at State Education Agency level with an emphasis on management implementation, and development of two major statewide programs for education reform (Career Ladder and Charter Schools). She currently works at the county education level with an emphasis on providing technical assistance and field consultative services to 12 small and rural school districts. She has her Ed.D. in Educational Administration, her Master's in Reading, and a Bachelor's in Elementary Education.

Appendix 3

List of Application Authors

AUTHOR	AFFILIATION	RESPONSIBILLITY	PERCENT OF CONTRIBUTION
Pamela Burkhardt	Creighton School District	Coordination of Writing Activities, Writing	35
Teresa Foulger	Creighton School District	Training Model, Consortium Development, Writing	35
Vito Amato	Arizona Department of Education	Business Partnerships, Dissemination Model	10
Alex Belous	Arizona Department of Education	Clarification of Project Goals; Scalability	6
Jane Hewitt	Tri-District Consortium	Large Scale Impact	2
Linda Fuller-O'Dell	Maricopa Small Schools Consortium	Rural Perspective	2
Dr. Mada Kay Morehead	Kyrene Elementary School District	Scalability	2
Michael Klopfenstein	Tempe Elementary School District	Scalability	2
Mark Svorinic	Tempe Union High School District	Training Refinement	2
Ruth Camuse	Tempe Elementary School District	Training Refinement	2
Patty Finch	Think Tank representing The Stevens Institute of Technology	Partnership potential	2

Appendix 4

Evidence of Success

Creighton Elementary School District has successfully implemented and evaluated a variety of state and federal grants. Arizona State University West comprehensively evaluated the District's FIRST grant, Project EXCEL. The evaluation is on file at the United States Department of Education and here in the District. A copy will be provided upon request. Additionally, *Teachers and Technology*, published by the Office of Technology Assessment, provides support for comprehensive, ongoing staff development as critical to the successful implementation of technology in our nation's classrooms. Joyce and Showers provides supporting documentation for our staff development model in their research titled *Student Achievement Through Staff Development*. The Apple Classrooms of Tomorrow (ACOT) studies have provided a substantial body of research related to the need for extensive staff development for teachers integrating technology in their classrooms.

Appendix 5

Equitable Participation

Creighton Elementary School District, as well as other **Project Venture** LEAs, has Governing Board Policy that requires compliance with Section 427 of the General Education Provisions Act. The policies provide non-discrimination related to gender, race, national origin, color, disability, or age. All of the LEAs comply with their Governing Board Policy in these matters. **Project Venture** staff, student and community participants will be guaranteed access to project activities without regard to their gender, race, national origin, color, disability or age. Handicapped access will be available in the Regional Training Centers and at school sites. The LEA Governing Board policies will be available upon request.

Appendix 6

Private School Participation

Each of the participating LEAs contacted the non-public schools in their geographical area to invite them to participate in the development, implementation and evaluation of the grant. None of the non-public schools chose to participate at this time. However, staff from all of the schools will be invited to attend group staff development activities to be held at the Regional Training Centers and local sites. Non-public schools will have access to the curriculum, instructional modules, and assessment data to be published on the Internet. Documentation of contact with non-public schools, their declination, and any future participation will be maintained in the External Programs Office at Creighton Elementary School District.